



# ARIZONA LEARNS and the No Child Left Behind Act of 2001: Assessment & Accountability

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Arizona Department of Education

Tom Horne

Superintendent of Public Instruction



# No Child Left Behind (NCLB)

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- New federal law, signed January 8, 2002
- Law amends the Elementary and Secondary Education Act of 1965
- Major themes:
  - Close the achievement gap within 12 years
  - Hold districts and schools accountable for student learning
  - Enhance services, providing options for students in schools that are not improving



# NCLB Assessment

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- Annual reading and mathematics testing for grades 3-8, plus once in grades 10-12 by 2005-2006
- By 2007-2008, science will be tested once in each grade cluster: 3-5, 6-9, and 10-12
- All students must be tested, including English language learners (after in U.S. for three years) and most special education students



# NCLB Accountability

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- Adequate Yearly Progress (AYP) targets for school growth – schools have 12 years to ensure every student is proficient (2013-2014)
- Applies to schools, districts, and states
- Data must be disaggregated by economic status, race and ethnicity, students with disabilities, and English language learners
- 95 percent of students must be tested



# NCLB Accountability (cont.)

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## Overview of consequences:

- Stage 1 – School Improvement
  - If Title I school fails to make AYP for two consecutive years:
    - Must develop an Arizona School Improvement Plan (ASIP)
    - Must offer students transfer option to higher performing public schools within the district
  - If school fails to make AYP for three years, supplemental services must be provided



# NCLB Accountability (cont.)

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## Overview of Consequences:

- Stage 2 – Corrective Action
  - After not making AYP for four years, school improvement efforts continue
  - District must take one or more of these actions:
    - Seek an outside expert to evaluate school plan
    - Develop a new curriculum
    - Replace selected staff
    - Modify school schedule



# NCLB Accountability (cont.)

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## Overview of Consequences:

- Stage 3 – Restructure
  - After not making AYP for five years, school must be restructured
  - Options include:
    - Establishment of a charter school
    - Replacement of principal and most staff
    - Management by another entity
    - Takeover by state



# NCLB School Choice

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- If a school does not meet AYP for two consecutive years, it must:
  - Notify parents of option to transfer student to another school within the district that is not identified for improvement
  - Provide transportation according to guidelines
  - Develop capacity to offer choice opportunities, addressing space issues





# NCLB Supplemental Services

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- Provided to students from low-income families who remain in Title I schools that fail to meet targets or AYP for three or more years
  - Services offered through state-approved public- or private-sector providers
  - Services may include tutoring and after-school programs



# NCLB Parent Information

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- Requires districts to inform parents about the choice options available to district students in schools identified for improvement
- Requires districts to inform parents that supplemental services will be available to low-income students attending chronically failing schools
- Establishes parents' "right to know" provision



# NCLB Data Collection & Reporting

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- Requires districts and schools to provide easy-to-read, detailed report cards
  - Included in the report cards are:
    - State assessment results by performance level
    - Percentage of each group of students not tested
    - Graduation rates for secondary school students
    - Performance of school districts on AYP
  - Made available no later than beginning of the school year



# Arizona Assessment

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- Arizona's Instrument to Measure Standards (AIMS)
  - Reading, writing, and mathematics
  - Currently administered in grades 3, 5, 8, and high school
  - By 2004-2005 school year, administered in grades 3-8 and high school
- Measure of Academic Progress (MAP)
  - Used to measure individual student growth



# Arizona Accountability

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- Established in ARIZONA LEARNS (A.R.S. §15-241)
  - “Purposeful accountability” – school accountability accompanied by a strong system of school improvement
- Recently revised to reflect NCLB requirements (House Bill 2277 passed in May 2003)

The logo consists of a black crosshair centered over a square. The square is divided into four quadrants: top-left is yellow, top-right is light blue, bottom-left is red, and bottom-right is dark blue.

# ARIZONA LEARNS

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- Mandates research-based method of school evaluation
- Achievement Profile used to determine school classification that designates each public school as one of the following:
  - *Excelling*
  - *Highly Performing*
  - *Performing*
  - *Underperforming*
  - *Failing (to Meet Academic Standards)*



# ARIZONA LEARNS (cont.)

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- Establishes timeline and set of consequences for schools designated as *Underperforming* or *Failing (to Meet Academic Standards)*:
  - Develop Arizona School Improvement Plan (ASIP)
  - Present ASIP to public
  - Develop and disseminate written notice of designation to each residence within attendance area of school
  - Face possible restructuring or alternate governance/operation of school



# ARIZONA LEARNS (cont.)

## Meeting AYP

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- Assess 95 percent of the total enrolled student population (including disaggregated student groups) using AIMS
- Meet state's annual target percentage of students demonstrating proficiency on state academic standards
- Meet target attendance rate or demonstrate improvement (elementary schools only)
- Meet target graduation rate or demonstrate improvement (secondary schools only)





# ARIZONA LEARNS (cont.)

## Achievement Profile

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- Elementary school indicators:
  - Student performance on AIMS
  - AYP as defined by NCLB
  - MAP
- Secondary school indicators:
  - Student performance on AIMS
  - AYP as defined by NCLB
  - Dropout rate
  - Graduation rate



# For additional information, please contact:

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- Dr. Ildiko Laczko-Kerr  
Deputy Associate Superintendent  
Research and Policy Section  
(602) 542-5151, e-mail: [ilaczko@ade.az.gov](mailto:ilaczko@ade.az.gov)
- Garrett Holm  
Education Policy Analyst  
Research, Standards and Accountability  
(602) 364-1981, e-mail: [gholm@ade.az.gov](mailto:gholm@ade.az.gov)